
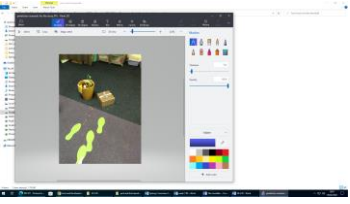



Sandal Primary School
Reception Curriculum map
Spring 2 2022-2023






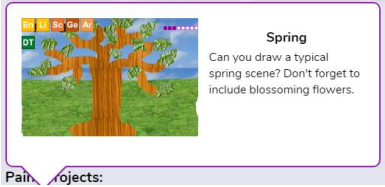


Theme: 'Does Everything Grow?'

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
JIGSAW Unit Relationships Sandal Root of Learning Thinking for Ourselves	My Family and Me! Weekly Celebration Know how to make friends.	Make Friends, Make Friends, Never Ever Break Friends! - Part 1 Weekly Celebration Try to solve friendship problems when they occur.	Make Friends, Make Friends, Never Ever Break Friends! - Part 2 Weekly Celebration Help others to feel part of a group.	Falling Out and Bullying Part 1 Weekly Celebration Show respect in how they treat others.	Falling Out and Bullying Part 2 Weekly Celebration Know how to help themselves and others when they feel upset or hurt.	Being the Best Friend We Can Be Weekly Celebration Know and show what makes a good relationship.
Physical Development	Jumping 1- Complete PE scheme	Jumping 1- Complete PE scheme	Jumping 1- Complete PE scheme	Jumping 1- Complete PE scheme	Jumping 1- Complete PE scheme	Jumping 1- Complete PE scheme
Phonics	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	review Phase 3: er air words with double letters longer words	words with two or more digraphs	longer words words ending in -ing compound words	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	Assessments
Literacy	Book- The Hungry Caterpillar Prediction- fruit and veg linked to the book. What is the story going to be about? Read the book in the same session. Introduction to story maps- Sequence images from the story to create their own story map in 4 groups of split class. Introduction to poems- Look and read bug related poems throughout the week. On Bug Ball day, find bug poems about their bug character, using google search.	Book Week- The Incredible You Read the story. What things make you incredible? Talking partners to share ideas. Teacher to demonstrate the type of words you might use to describe positive things about yourself.  What's incredible about your friend? Tell them and explain why. Children to create a rainbow with a pot of gold on the end, and scribe	Book- Jack and The Beanstalk Prediction- Set up a scene with objects linked to the book. Can children predict what our new story will be?  Read the story asking comprehension questions. What are describing words? Look at the character of Jack's Mum. Write some words to describe her. Put some of the words into sentences using the word 'because' to extend. Children to describe the giant and Jack. Split the class into two and give each group some words, they have to stick on the	Book- Jack and The Beanstalk Talk about beginning, middle, ending. Sequence images from the story in groups. How do you know that comes last? Use time language. Look at a story map. Cut and stick the missing pictures to complete a story map for Jack and the Beanstalk. (In house teams) Using the story map, children create their own mini book writing a sentence for the beginning, middle and ending.	Book- The Little Red Hen Prediction- objects linked to the book. Create a scene and a trail near the woods...what has happened? Read the story asking comprehension questions. What happened at the beginning, middle end? What type of food did the hen make? What is a recipe? Look at a variety or recipes including bread. Follow a recipe to make 'bread' for the playdough area in 2 teams. Can they read the instructions?	Book- The Little Red Hen Look at a simple recipe for making bread. What features does it have? e.g. title, ingredients, numbers for each instruction, 'doing words' Demonstrate how we would write instructions for a recipe for making bread. Children to write their own simple recipe for making bread. Include time words such as 'first' 'next' 'last'.

		<p>why their friend si incredible.</p> <p>Writing focus- what animal might you like to be if you could? Why?</p> <p>Children to draw the animal and write a sentence.</p> <p>I would like to be.....A CAT and could curl up into a ball.</p>	words that apply. If they think of their own they can write it on. Present their ideas to the other group.			
Hook or experience linked to the book	Ugly Bug Ball- Friday 24 th February	<p>World Book Day- Thursday 2nd March</p> <p>Outdoor learning- Planting magic beans in pots and bags- outdoor learning. Talk about and observe changes- RS</p> <p>Lady to come into talk to the children about her allotment and what she does. (Christina organising with friend's mum)</p>	<p>Outdoor learning- Planting magic beans in pots and bags- outdoor learning. Talk about and observe changes- RP</p> <p>Outdoor learning- making bread, cooking on the fire and tasting it- RS</p> <p>Parent Stay and Play- Wednesday 15th March</p>	Outdoor learning- making bread, cooking on the fire and tasting it- RP	Easter craft parent workshop- Wednesday 29 th March	
Mathematics	<p>White Rose- Alive in 5 Growing 6, 7, 8- Number of the week 7</p> <p>- <i>Book- Little Miss Muffet, The Very Busy Spider</i></p> <p>- Count to 7, represent 7 in different ways- use numicon</p> <p>- Children represent number 7 on their own 10 frame.</p> <p>- Counting songs and rhymes for mental and oral starters</p> <p>Subitising to 7</p> <p>- <i>Book- Little Miss Muffet, The Very Busy Spider</i></p> <p>- <i>Number blocks number 7 video and power point slides</i></p> <p>- Number 7 picture stimulus from twinkl to find different ways of representing 7</p> <p>1 less than 7, 1 more than 7</p>	<p>White Rose- Alive in 5 Growing 6, 7, 8- Number of the week 8</p> <p>Count to 8, represent in different ways- use numicon</p> <p>Draw or create a 10 frame. Children represent number 8 on their 10 frame.</p> <p>Counting songs and rhymes for mental and oral starters</p> <p>Subitising to 8</p> <p><i>Number blocks number 8 video and power point slides</i></p> <p>Number 8 picture stimulus from twinkl to find different ways of representing 8</p> <p>Composition of 8- identify and sort different ways of making 8 compared to other numbers under 10.</p>	<p>White Rose- Building 9 and 10 Number of the week 9</p> <p>- Count to 9, represent 9 in different ways- use numicon</p> <p>- Draw or create a 10 frame. Children represent number 9 on their 10 frame.</p> <p>- Counting songs and rhymes for mental and oral starters</p> <p>Subitising to 9</p> <p>- <i>Number blocks number 9 video and power point slides</i></p> <p>- Number 9 picture stimulus from twinkl to find different ways of representing 9</p> <p>- Composition of 9- identify and sort different ways of making 9 compared to other numbers under 10.</p> <p>1 less than 9, 1 more than 9</p>	<p>White Rose- Building 9 and 10 Number of the week 10</p> <p>- Count to 10, represent 10 in different ways- use numicon</p> <p>- Notice that showing 10 on a 10 frame fills the frame. Subitising to 10 and building number bonds to 10</p> <p>- <i>Number blocks number 10 video and power point slides</i></p> <p>- Number 10 picture stimulus from twinkl to find different ways of representing 10</p> <p>- Compare ways of making 10 to ways of making 9 from last week</p> <p>1 less than 10, 1 more than 10</p> <p>Use part-part whole model for showing ways of making 10</p> <p>Problem solving with number 10- word</p>	<p>White Rose- Building 9 and 10 Digging Deeper</p> <p>- Make a class book of numbers 1-10, a number per page to show different images representing each number</p> <p>- Compare numbers within 10</p> <p>- Create towers of cubes to compare- which is the tallest/ shortest tower? So which is the largest/ smallest number?</p> <p>- Grab a handful of buttons. Children guess how many you are holding. Can they put them onto a 10 frae to find out if their guess was correct?</p> <p>- Play dominoes. Use the dominoes to sort them into dominoes that have</p>	<p>White Rose- 3D shapes</p> <ul style="list-style-type: none"> - Introduce the term '3D shape'. Explain that it means 'a shape that is popped up' - Introduce the 6 common 3D shapes showing the actual shapes and their names- sphere, cylinder, cube, cuboid, pyramid, cone - Talk about their features using vocabulary such as 'edges' 'faces' 'corners' - Give a child a 3D shape. Can they find an object a similar shape in the environment? - Look at real life 3D shapes in the environment - Go on a 3D shape hunt around school. Can children use the ipad to take photos of them?

	<p>How many colours in a rainbow? Can you paint a rainbow with 7 colours? Sorting items/ images into 6 and 7 (resources on twinkl)</p> <p>Problem solving with number 7- word problems and teaching the children the techniques to unpick the problem to be able to find the answer.</p> <ul style="list-style-type: none"> - In books- children create 2 rainbows which show a number bond to 7 - Move onto a problem solving activity for number 7. 	<p>1 less than 8, 1 more than 8</p> <p>Use part-part whole model for showing ways of making 8</p> <p>Problem solving with number 8- word problems and teaching the children the techniques to unpick the problem to be able to find the answer.</p>	<p>Use part-part whole model for showing ways of making 9</p> <p>Problem solving with number 9- word problems and teaching the children the techniques to unpick the problem to be able to find the answer.</p>	<p>problems and teaching the children the techniques to unpick the problem to be able to find the answer.</p> <ul style="list-style-type: none"> - Number 10 bingo- play bingo with numbers to 10 and pictures representing quantities for each number - Counting back from 10- Sing 10 in a bed using props 	<p>7 spots, more than 7 spots, less than 7 spots.</p> <ul style="list-style-type: none"> - Explore number bonds to 10 using different resources. Problem solve giving children a number under 10 and they have to work out the corresponding number to complete the number bond to 10. - 'Pots to 10'- have pots labelled 1-10 and a selection of loose parts. Count the correct number of beads into each pot. Which 2 pots can be added together to make 10? Can there be 3 pots than can make 10 altogether? 	<ul style="list-style-type: none"> - Sort the shapes into specific groups e.g. 3D shapes with corners - Allow children to create their own groupings. Can they explain their decisions? - Look at images of buildings- can children identify the 3D shapes in them? - Create models with 3D shapes. Can they children describe and name the shapes they have used?
Understanding the World	<p>PSED link- (manage their own needs) Narrate their own decisions about healthy foods and know about factors that support their overall health. Know and talk about the factors that support their overall health and well being.</p> <p>Discussion about the importance of dental hygiene. Why do we need to brush our teeth? How many times a day? How do we brush them? Demonstration of how to do it with a 2 minute sand timer. Children have a go. (tuff tray with teeth activity in)</p>	<p>Opportunities for how we care about the world around us.</p> <p>Show an image of a recycling truck/ badge. What is it? Why do we need to recycle?</p> <p>What can we recycle? Look at the different bin colours. What do they mean? What can we put into them?</p> <p>Show some everyday items that are made from recycled materials.</p> <p>*Leave in provision, sorting materials into correct recycling*</p>	<p>Science- Name and describe some plants and encouraging children with the outdoors to foster curiosity.</p> <p>Identify places where plants can grow. Compare similarities and differences and describe them.</p> <p>What do plants need to grow?</p> <p>Science Investigation- Plant beans in different places and different materials. Observe and describe what happens to each one.</p> <ul style="list-style-type: none"> ● In soil, water, cotton wool ● In a cupboard, on the window, in sunlight 	<p>Science- Name and describe some plants and encouraging children with the outdoors to foster curiosity.</p> <p>Look at a variety of plants. What are their main features? e.g. stem, leaf, petal, roots</p> <p>Look at a bean/ seed. How do they turn into plants? Discussion.</p> <p>Childrento plant their own bean seeds in small pots (outdoor learning). Children to care for their seeds in class, to observe their growth and the natural changes.</p>	<p>Science- understand the effect of changing seasons on the natural world around them.</p> <p>Introduction to the season of Spring watching the Spring clip. https://www.youtube.com/watch?v=vLAnt9_5Mg</p> <p>Spring walk in our natural environment.</p> <p>Science- name and describe some animals they are likely to see in the natural environment.</p> <p>To look at which animals live on a farm. What are their young called?</p> <p>What produce do we get from farm animals? e.g. milk, bacon</p>	<p>Science- understand the effect of changing seasons on the natural world around them.</p> <p>EAD link- After close observation, draw close observation of plants. Leave daffodils or spring flowers out for children to create observational drawings of.</p> <p>Science- observing and interacting with natural processes Life cycle of a chick. Observe and explain the changes that happen when a baby chick grows.</p>
Expressive Arts and Design	<p>Printing symmetrical patterns-</p> 	<p>EAD- provide a range of materials and tools and teach children to use them with a range of care and precision.</p>	<p>EAD- provide a range of materials and tools and teach children to use them with a range of care and precision.</p> <p>Colour mixing- create dark and light green using powder paint and use fine tools to create the leaves.</p>	<p>EAD- teach children different techniques for joining materials- split pins</p> <p>Split- pin cow</p>	<p>EAD- teach children different techniques for joining materials- split pins</p> <p>Split- pin chick</p> <p>Images of baby chicks for children to do observational drawings. or ask year 2 to borrow the 'real chicks'.</p>	<p>EAD- encourage children to notice features in their natural world</p> <p>Leave daffodils or spring flowers out for children to create observational drawings of. Range of tools such as paint, crayons and colouring pencils.</p>

		 				 <p>Easter cards?</p>
RE	Pancake Day- 21st February	How was our world made?	How and why do Christian's say thank you to God?	How can we look after our world? How can we make our world more beautiful?	Can we find signs of new life at Spring?	What do Christians think about during Holy Week? How and why do Christian's celebrate Easter?
Music		Book week	Jack and the Beanstalk song		Spring chicken song	
Computing	<p>PSED link- (manage their own needs) Narrate their own decisions about healthy foods and know about factors that support their overall health. Know and talk about the factors that support their overall health and well being.</p> <ul style="list-style-type: none"> - Discussion about what foods are healthy and unhealthy. Why? - Children to create a healthy meal, explaining why it is healthy. Is there a programme/ game for this? <p>PM 2 Paint, children to use the circle tool to draw a plate the add healthy foods to their plate. Type what food they have drawn.</p>	<p>2Paint- number paint projects</p> <ul style="list-style-type: none"> - Focus on the number 8, children to reduce the thickness of their pen on 2Paint and practice writing the number 8 using different colours. Children create a number image choosing 8 of one object to represent number 8. Children write their names in preparation for logging on to PC's. Take pictures for learning journeys. 	<p>2Paint- Drawing the Giant and describing him</p> <ul style="list-style-type: none"> - Focus Jack and the beanstalk. - Recap the story. listen to a digital version of the story and talk about different ways you can listen to and watch stories. Paperback, e books, audio, and on the computers. At computers children draw a picture of the giant and use some describing words. 	<p>Beebots-</p> <ul style="list-style-type: none"> - Look at Beebots, who can remember how they work? What are the rules when using a bee bot? Introducing the word algorithm, an algorithm is a simple set of instructions. Can we use an algorithm to move the beebot around the mat? - Sherston- Geography and Paddington and use the Bee bots controls to move paddington around the street map to his destination. 	<p>Beebots-</p> <ul style="list-style-type: none"> - Working with a friend, can you decide on an area of the mat to go to and the other person code the Beebot to get it there? then swap over. - Rest of the children, Sherston and problem solving. 	<p>Science link- changes in the seasons- Spring</p> <ul style="list-style-type: none"> - What happens in the Spring time? - Discuss what we might see in our environment during the Spring? - Read a fact or fiction book related to Spring. - Children to create a Spring scene on purple mash <p>Using PM – Paint Projects- spring- children to select the tools and pens needed to create a spring image.</p> 

						
<p>Ideas for provision and challenges</p> <p>Roleplay for the half term- Farm shop</p>	   		   	  	  	  

